VOL. VII DECEMBER, 1934 No. 6

Agricultural Education

Andrew Sundstrom of Beresford, South Dakota, newly elected president of the Future Farmers of America

As Dean Bailey points out, the final measure of rural welfare is the satisfaction of farm people in their life on the land, and this is dependent upon their appreciation of some of the intangible values of farm life.

EDITORIAL COMMENT

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INDIVIDUAL INSTRUCTION

THE editor does not accept the point of view, held by some contributors to this magazine, that all or nearly all instruction in vocational agriculture should be individual instruction. He may be wrong. He is willing to grant that we can teach only individuals, but he maintains that the individuals may be, for a great part of the time, in classes or in groups. He thinks of individual teaching as being supplementary to class or group teaching. (Notice that the word "teaching" is used, not "imparting" or "re-citing.") He feels that simultaneous instruction has a very important place in vocational agriculture. This is economy of time and effort in reaching the individual. The inspiring influence of a class or group on both pupils and teacher is well known. The class or group is a form of cooperative effort. There may very well be danger in going too far toward individualization. Most teachers, of course, have a long ways to go before they will be doing enough individual instruction.

TIME MARCHES ON

THE *Visitor*, the Minnesota "news letter," made its appearance in January, 1914. We reproduce below two news items from the first volume. Our readers know Mr. Magill and Mr. Field as staff members of this magazine.

"F. A. Andert, superintendent, and E. C. Magill, agriculture teacher, at Wayzata, are working out a course especially adapted to the conditions of their community. It is always promising when the superintendent and agriculture instructor unite harmoniously for the development of the work."

"A. M. Field of Northfield reports the establishment of twenty farmers' clubs. It is stated that there is not a farmer within a radius of ten miles of Northfield who has not access to at least one of these clubs. Has any school a better record?"

SOURCES OF AGRICULTURAL FRESHMEN

THE importance, to the college of agriculture, of vocational agriculture and training of school men in agricultural education is shown in the following figures on sources of agricultural freshmen at Iowa State College, 1934:

49 from schools having vocational agriculture (1 from each 2 such schools)

50 from schools not having vocational agriculture but having superintendents or teachers who had been students in the Division of Agriculture. (1 from each 1.6 schools)

125 from the remaining four-year public high schools of Iowa (1 from each 5.3 schools).

Note: The ratio of schools to students in the second group is lowered by the inclusion of Ames and Boone, which together furnished 16 agricultural freshmen. If geographical factors were ignored the ratio would be about the same as for the schools having vocational agriculture.

"NEW FRONTIERS"

NEW Frontiers by Henry A. Wallace, Reynal and Hitchcock, New York, 1934, will stimulate the thinking of anyone interested in the problems of agriculture. The past, present, and future of agriculture and its relationships is brought to the reader's attention in a fast-moving narrative style. Enough facts and figures are presented to give the reader a feeling that the author's opinions and interpretations are well-grounded.

Mr. Wallace believes that we are between two worlds, and consequently the first section of his book has that title. Old frontiers have vanished, and new ones have arisen. New social objectives must be decided upon, and new rules of social conduct employed, if the new frontiers are to hold promise for mankind.

The second section of the book is entitled "Changing the Rules," while the third division is developed under the title "The Agrarian Drive to Change the Rules." In these two sections of the book the reader may gain a knowledge of the various factors affecting agriculture. Intimate details of the plans of the "New Deal" are presented. Private business and government, tariffs, monetary policies, cost of production in agriculture and industry, prices, specific phases of NRA and AAA, are all analyzed in an interesting and clear-cut manner.

"Untrod Paths" is the subject of the fourth and last section of the book. Here are presented the problems that challenge the pioneers of the "New Frontiers."

The spirit in which this book is written arouses in one a desire to have a part in helping to build a new world in which many of the weaknesses of the old order will be remedied.

Heywood Brown says, "It was a great day for me when Henry A. Wallace's 'New Frontiers' came my way. I had needed it like everything. You do too."—L. E. Jackson.

LIFT YOUR SIGHTS

HOW important is your program? Fifteen years ago we began with a program of classroom teaching to which was loosely attached a home project and a few scattered farm activities. Today we think in terms of an integrated program of day-school teaching, supervised practice, part-time and evening school instruction, Future Farmers of America, and a growing list of community activities.

A large majority of Nebraska agriculture teachers have lifted their sights to include a rich program which is broad enough to make its impression upon the community. Where this is not being done, the teacher is likely to be asked to take over other classes and activities within the school. Periods which seem to be vacant will soon be filled with outside duties and details. There should be no periods in the day labeled "vacant." Lift your sights to a rich and varied program which will stimulate your mental resources and keep you growing. Vocational agriculture is young and vigorous, and it must obtain its power from mental and physical contacts with farming and farm life.—H. E. B.—*Helpful Suggestions*, Nebraska.

Professional

Promoting Rural Progress

CARSIE HAMMONDS, University of Kentucky

THOUSANDS of us are working, or think we are working, to promote rural progress. Just what is rural progress? What is the measure of rural progress? Rural progress involves (1) increasing economic efficiency and (2) increasing human welfare. In the last analysis, rural welfare is the measure of rural progress, and the measure of rural welfare is the satisfaction derived by rural people from their occupations and situations. Rural progress, it strikes me, is in about the same position as the medical progress described in *McCall's* a year ago. The conversation was running wild over the "marvelous progress" of medical science. One physician listened a while and said, "Yes, in the brief time I have been practicing, the orthodox method of treating pneumonia has undergone three complete revolutions. Only one thing remains the same. That is the death rate."

IN quite a true sense we have made no rural progress for a long time. In fact, we have slipped back several notches. Practically and fundamentally speaking, rural progress is a matter of comparative status between rural people and others. We must never lose sight of this fact. Unequal progress is the cause of much rural discontent, the cause of most of our rural problems. While the farmer each generation has lived better than he did the generation before, he has also lagged further and further behind others in his standard of living and level of satisfactions. May I point out a little more specifically what has taken place. Years ago the schools were about the same in country and city; health was as good or better in the country; doctors were the same—none of them knew much; hospitals were the same—nobody expected to get back from a hospital; water was the same; food was better on the farm. The country has made some progress; the city has made much more progress. Today the city is spending on each child three times as much for education as is the country; health is better in the city; the doctors have left the country (somebody said it was because the ducks kidded them so much); water is better in the city. The city is a place of modern conveniences. I notice that people don't live in the country when their jobs don't require them to live there. People living in the country know and are concerned with how brother and sister live, not how grandfather *lived*. You can tell them that they are getting along better than their grandfathers did, but that doesn't interest them. If brother and sister are living well, they want to go where brother and sister *are*, not where grandfather *is*.

The securing of equality of progress between urban and rural people is a tremendously complex undertaking. It presents at least four nests of problems. I call them nests of problems because, well, you know what a nest is. There is more than one object in a nest. And something may hatch out in a nest at any time. These four nests of problems are: (1) Biological, (2) economic, (3) effective service of social institutions, (4) political. (Kenyon L. Butterfield has named these as four tests of progress.)

Space permits only the touching on each of these four. First, the biological. Does the rural group now measure up to other groups in matters of physique, of health, and of intelligence? If it does now, will it continue to do so? This is a fundamental query about progress. Weakness here will reflect all along the line. It is a fundamental query not only about rural progress but the progress of the nation, if the country is to be the breeding ground for the nation.

Second, the economic. Obviously, equality of progress cannot be had without funds: Facts on economic inequality are well known.

THIRD, effective service of social institutions. This, of course, is always difficult to measure. A small country church or a small country school is not necessarily less efficient than the big church or school in the city. We are inclined to measure these results by mechanical standards instead of by quality of life. Nevertheless, there is a difficulty in rural communities in maintaining institutions of quality. Farmers are at a disadvantage in furnishing schools for their children, and these same disadvantages apply in a general way in furnishing other institutions: (a) Farmers as a group do not have the income. (b) It costs more to educate 1,000 farm children, because they are scattered. (c) Farmers have more children to educate. Farmers have 13 per cent more children per 1,000 population than do city people. This amounts, in the United States, to four million extra children. (d) Approximately one-fourth of the children raised in the country go to recruit city industries. Thus the city gets these workers after they have been schooled at the expense of the country. (e) Philanthropy subsidizes the city in furnishing institutions.

Fourth, the political aspect. It is perhaps too much to expect that any class of people will gain their full rights unless they have the capacity to secure the rights. This involves leadership, leadership interested in rural welfare. You know, a lot of people are interested in the country. The interest of many people in the country is for the same reason that Stevenson's "child" loved the gentle cow. Because "She gives me cream with all her might to eat with apple tart."

The solving of these four nests of problems for the rural group will be for the common good of all economic groups. The nation should be concerned. Whatever is done or not done in solving either of the problems will have its effect on the other three.

WE said in our analysis of the term "rural progress" that it involved two main elements—economic efficiency and human welfare. After all, just what is the goal of economic efficiency? In the old days the formula for economic efficiency for the farmer was "working hard to raise more corn to feed more hogs to buy more land on which to work still harder to raise more corn to feed more hogs to buy yet more land. . ." and so on ad infinitum. Today a much more complete and balanced philosophy of rural life is being developed. It is the live-as-you-work philosophy. It aims at the building of a higher standard of life. You and I had it drummed into our heads that "one cannot have his cake and eat it too." Dr. H. C. Taylor says that "The only way the farmer can have his cake is to eat it." This is sound philosophy; it is sound economics; and it is sound sociology. In the long run any class of producers gets only what it consumes. Rural people must come to retain in their own standards of living a larger share of the wealth which they help to create. This must find its depository in better homes, schools, churches, etc. Rural *life* must come to be the main objective, and economic efficiency the secondary objective. Attempting to secure a high standard of life through economic efficiency alone will never succeed. It behooves us as rural workers to make a frontal attack on developing satisfactory living and satisfactions in living, in the rural communities.

Oh yes, I believe in economic efficiency. Its importance can hardly be overstated. From the general, long-time point of view efficiency of any group tends to promote the welfare of that group and of all others. We can *have* much per person only when we *produce* much per person. We can buy automobiles and tires today for less money

than 20 years ago because of improved methods of production, or greater efficiency. The same principle is illustrated in the excellence and cheapness of thousands of conveniences and necessities of life. If farming were done on the basis of the methods and knowledge of a century ago, we could not ride in automobiles, for the simple reason that no such army of workers as are needed in building them could be spared from the farm. Society is the gainer when a whole industry becomes efficient.

Lest somebody be confused by what we have said, let's make a kind of a summarizing statement: The final measure of rural progress is found in the better standard of life, both material and spiritual, of the mass of farm people, but if this is to be permanent it must be based on economic efficiency.

It is essential, therefore, that all those who are seeking to promote rural progress should have a vivid appreciation of the fact that economic and social improvement must be synchronized; that the school man, the minister, the extension worker, the rehabilitation worker, the civic worker, the health worker, and all others who would promote rural progress should understand that satisfactory social institutions cannot be created or maintained with inadequate economic support; but also that agricultural leaders should appreciate that a better farm income will not of itself create higher social values and that these are essential to economic advancement. Rural progress must, therefore, be achieved through a well-rounded program which gives adequate attention to all the more important interests, both social and economic, and by an intelligent cooperation of persons and organizations in which each attacks a special task but supports the others in working toward a common end. (In this paragraph I have borrowed freely from a statement by Dwight Sanderson.)

Do you have such a well-rounded program in your state I suppose each organization, in most states, feels that it has a program. But few states have a unified program. In few states have representatives of the different agencies sat down together and formulated objectives. In my opinion, no other expenditure of effort could mean so much in promoting rural welfare in a state.

As a closing statement I should like to give my agricultural creed: I believe that a good kind of life *is* possible on the farm, that farming *can* enrich the soul of a people, that civilization and culture need *not* be left behind when one passes through the door of the farm house, that life on the farm *can* be essentially satisfying, and that this satisfaction is the only measure of rural welfare or of rural progress.

BOOKS

Mowers by C. O. Reed, the Ohio State University, Columbus, Ohio, and one of the series in Modern Studies in Agriculture, paper cover, price 42 cents. Harold E. Pinches, Delaware, Ohio. Published by the Independent Print Shop Company, Delaware, Ohio, as

Some Data on Vocational Agriculture In Texas

SALARIES OF WHITE TEACHERS OF VOCATIONAL AGRICULTURE

Monthly Salary	1932–33 Number	1932–33 Per Cent	1933–34 Number	1933–34 Per Cent	1934–35 Number	1934–35 Per Cent
$100 or less	4	1.7	26	9.6	16	4.9
$101 - $125	6	2.6	37	13.6	53	16.3
$126 - $150	82	35.0	83	30.6	113	34.7
$151 - $175	45	19.2	40	14.8	49	15.0
$176 - $200	36	15.4	47	17.3	50	15.3
$201 - $225	21	9.0	17	6.3	18	5.5
$226 - $250	26	11.1	16	5.9	21	6.5
$251 - $275	9	3.8	1	.4	3	.9
$276 - $300	4	1.8	3	1.1	2	.6
Over $300	1	.4	1	.4	1	.3

SALARIES OF COLORED TEACHERS OF VOCATIONAL AGRICULTURE

Monthly Salary	1932–33 Number	1932–33 Per Cent	1933–34 Number	1933–34 Per Cent	1934–35 Number	1934–35 Per Cent
$ 50 or less	0	0	1	1.0	2	1.9
$ 51 - $ 75	16	18.7	17	16.7	13	12.0
$ 76 - $100	52	60.4	61	61.8	68	63.0
$101 - $125	15	17.4	18	17.6	19	17.6
$126 - $150	3	3.5	2	1.9	5	4.6
Over $150	0	0	1	1.0	1	.9

AVERAGE MILEAGE TRAVELED BY TEACHERS OF VOCATIONAL AGRICULTURE IN CARRYING ON THEIR WORK DURING 1933-1934

Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June	Average for 9 Months	Average Monthly Car Expense
655.2	746.6	588	606.8	639.9	781.5	906.6	734.2	844.9	723.7	$36.18

GROWTH IN NUMBER OF DEPARTMENTS

	1932-33	1933-34	1934-35	Increase 1934-35 over 1933-34	Increase 1934-35 over 1932-33
White	237	276	327	51	90
Colored	86	102	108	6	22
Total	323	378	435	57	112

GROWTH IN NUMBER OF EVENING SCHOOLS (FOR ADULT FARMERS)

	1932-33	1933-34	Increase
White	241	366	125
Colored	121	170	49
Total	362	536	174

A laboratory work book containing 53 pages, set up on a question and problem basis. Good paper, clear print, and well illustrated. The questions and problems are set up in logical sequence, and should prove valuable to teachers and students, and others interested in the adjustment, care, and operation of the mower.—A. P. D.

(Continued on page 91)

General Agriculture in the Small High School

D. D. MURPHY, Gardner, Kansas

In some high schools unable to maintain a vocational program a general agriculture course is offered. It is sometimes taught by the superintendent. The following article is written by a former vocational man now superintendent in a situation of this type.—H. M. Byram.

TWO factors tend to limit the usefulness of the general agriculture course in the small high school. The first is that of the mixed class. Girls often have to take agriculture, either because they are taking the normal training course or because they need it to make a science minor in high school. The second factor is that of the instructor. Most of the general agriculture in our schools is taught by teachers who have only the haziest ideas of agriculture, and who have had to teach the course because they happen to have a science major. The instructor also teaches other classes, and he finds it difficult to make field trips or to take students away from other classes. Short field trips of an hour duration must be the limit.

We have overcome this at Gardner in several ways. Our schedule has been arranged so that the girls have other work, usually in home economics. The boys have manual training after agriculture, so when a field trip is planned, they take manual training all afternoon of one day, and are free for the afternoon on the following day.

When one teaches a full day, the preparation of any one subject is curtailed. Adequate judging trips are impossible, and the lack of the project is immediately apparent. Shop is, of course, entirely absent. However, many things can be done to make the course practical and worthwhile.

We carried on quite an intensive course in seed selection, and several boys entered in the junior division of the county corn show. One boy in the class took second place in the junior division, and more are planning to enter next year. The class studied housing for chickens and is taking for its major objective this year the better housing and feeding of poultry flocks in the community. We are only 30 miles from a big city, and yet only one flock in the neighborhood is properly housed and fed. There should be an opportunity for boys who will produce a quality poultry product for city consumption.

Current Events Related to Farming

Bulletin files, as well as bound volumes of state bulletins, were secured through the cooperation of Kansas State College. We use these as reference material. The board of education allows us two good farm magazines, and several more are brought in from the homes of the boys. We spend one day a week in a discussion of current events as they relate to farm problems. Boys are encouraged to bring articles and discussions from papers and magazines. We have had a good response in this one particular.

Boys are asked to consult their fathers on the day's lesson, and to bring in any information they may have secured from practical experience. We have found students who were unable to do satisfactory work in other subjects "blossom out" and take a real interest when given an opportunity to express themselves on subjects included in their farm experience.

Community Problems Emphasized

We do the regular laboratory exercises. We are expecting to add the checking of the cows in the neighborhood, on production and butterfat per cent in the milk. We are planning on some rope work, and will do judging at several farms before the year is up. Our judging so far has been from charts. Seed treatment for various crops will be stressed in the spring, especially for potatoes and sorghums.

We have disregarded those parts of the text that do not deal with the needs of the community. We feel that it is more important that the boy know how to terrace the field that is eroding badly than to have some smattering of knowledge of crops in other parts of the country.

Are we getting any results? Not in a concrete form. One boy wanted to straw-loft the chicken house. His father would not allow it, but came up to the school to tell us that he was glad his boy was showing so much interest. When we tried to put the idea across that interest might be made permanent by allowing the boy to do the job, we lost out, but hope that the community may be educated through the boys. At least we are not assigning "pages 22-31 in the text."

Ohio Wool Judging Contest

ELWOOD DAVIS, Teacher of Vocational Agriculture, Mount Gilead, Ohio

TOO few farmers and even sheepmen know their wool well enough. If they knew it better, we would have fewer fleeces filled with tags and dung locks, fewer fleeces carrying seeds, chaff, and burs, fewer fleeces with short, tender fibers, and fewer fleeces with large quantities of grease and yolk. Instead, we would have more wool with character, good color, and yield.

In order that the oncoming generation of sheepmen may know better their sheep and wool, Ohio has arranged a wool judging contest for high school boys who take vocational agriculture. In the spring several thousand of these boys meet in Columbus at the Ohio State University and participate in various judging contests.

Three boys compose a team in wool judging. However, the boys work separately, the sum of their individual scores being the team's standing. Prizes are given to the high individuals. Their set-up for judging is as follows: Four fleeces each of either fine wool, ½ blood, ⅜ blood, or ¼ blood wool are placed on three different tables. Each boy is given a score card with columns for first, second, third, and fourth placing. The boy is to make a final placing of the four fleeces but not until he has placed them by points of comparison.

To be more specific, the boy must: first, compare the fleeces from a standpoint of *character, color,* and *uniformity.* These characteristics have to do with the general attractiveness and appearance of the fleece. He must check to see whether the fleece is tied loosely with paper twine, whether it has a close, regular, well-defined crimp, whether it is soft and elastic and free from harshness, whether the body part of the fleece is free from stains, whether the fibers are uniformly fine, and whether the fleece is free from coarseness or unevenness.

Second. Length: The fleece should have fibers of strictly combing length. The fine wool fibers should be 2½ inches long, the halfblood wool should be 3 inches long, three-eighths blood wool should be 3½ inches long, while quarter blood wool should be 4 inches in length.

Third. Strength, soundness, and trueness of structure: The wool fibers should be uniformly strong with no weak spots. In diameter they should be the same from base to tip, and the fleece should be free from hair, kemp, and black, brown, or grey fibers.

Fourth. Yield: In determining yield, the student must consider the density, the compactness, or number of fibers per square inch. The yolk or oil should appear in moderate amount and should be evenly distributed from the base of the fiber to the tip. There should be freedom from sand, dust, burs, seeds, chaff, and other foreign matter.

The boy is allowed to handle the fleece, weighing it in his hands and carefully examining the fibers.

His fourth ring, which, by the way, counts one-fourth on his final grade, is made up of 12 fleeces for grade identification, selected from the following grades: Delaine, ½ blood, ⅜ blood, ¼ blood, low quarter, and braid. Usually a few reject fleeces are included in the identification, such as a burry reject, seedy reject, cotted, fine-heavy-clothing, etc. A baby Delaine, a half-blood clothing, or the like is sometimes included to make the contest more interesting and instructive.

As a climax to the contest, and a most interesting climax too, the instructor in charge of the contest places the fleeces for the interested on-lookers and gives his reasons for so doing. D. J. Kays of Ohio State usually does this at the Ohio contest, and when he does it you know it's done.

AT the National Congress Hawaii was voted as the State Association of Future Farmers having the outstanding record the past year.

Supervised Practice

Supervised Practice and Classroom Instruction in Vocational Agriculture

G. A. SCHMIDT, Colorado Agricultural College

G. A. Schmidt

IN every efficient preparatory vocational-training course, theory and practice go hand in hand. Theory, that is, facts and principles, must be known to guide practice, and practice is necessary to fix right habits of doing and of thinking.

In vocational agriculture we have what I regard as an ideal situation for providing adequate practice or for giving adequate farm-training experience. This is due to the fact that our vocational agriculture course is in reality a part-time cooperative course. In it, the school cooperates with the home farms of the boys taking the vocational course. Instruction in agriculture is given at the school, and supervised farm-training experiences are provided for on the home farms of the boys. These training experiences involve the management and operation of a series of home projects in agriculture, together with the performance of numerous supplementary farm training jobs.

Because of this cooperative nature of the preparatory vocational agricultural courses, schools do not need a farm or land, or livestock and farm equipment, to give effective instruction and training in vocational agriculture. All of these things are generally provided for on the home farms of the boys. Superintendents and principals of schools where vocational agriculture is taught should be familiar with this cooperative nature of the vocational agriculture program and understand that it is absolutely imperative that boys in the vocational agriculture classes have facilities for engaging in adequate supervised farm-training work. It is usually a waste of time, energy, and money to put into vocational agriculture classes boys who have no facilities for such work.

With our particularly fine set-up, namely a department of vocational agriculture in the high school and the home farms of the boys, any teacher of vocational agriculture can easily give real vocational education for farming, provided that he has the sympathetic support of his high school principal, his superintendent of schools, and the parents.

In most states points of view regarding project work have recently changed. Projects are now regarded as the most important part of a real farmer-training program. In the past, too often, projects were regarded as something to be done to meet a requirement. Often they had little or nothing to do with the actual school work. They were a side issue, largely unrelated, to what went on in the vocational agriculture classes. The new point of view regards projects as important training devices by means of which the pupils acquire experience in the management of farm enterprises, and skill in the execution of the jobs involved in such enterprises.

Consequently, in many of our best departments, practically all the instruction in agriculture now centers around the project work, or the farm-training programs of the boys in the agriculture classes, and project activities predominate and become the most important part of what goes on in the classroom.

In my opinion, a farm-training program consists of a series of projects extending through the entire training period (and often continued thereafter), together with the performance of numerous other farm jobs not arising in the projects. In such a program a boy would list the projects he proposes to conduct each year, together with the supplementary farm-training jobs that do not arise in the project work.

In many good departments of vocational agriculture, the formation of just such farm-training programs is the beginning of the work in the vocational agriculture class. The boys are asked first of all to visualize and to make a thorough study as to just what is the type of farming they would like to be prepared to enter when they are through school or shortly thereafter. This choice is entirely an individual matter, in which each boy considers the types of farming in the community, the type on his home farm, and his own individual interests, desires, and abilities. As a result of considerable study of this problem he formulates his long-time supervised farm-training program. His training program may have to be altered as time goes on, but as a rule no radical changes will be necessary.

The building and the complete carrying out of such a farm-training program is, in my estimation, the one most important factor in getting a boy in the all-day vocational agriculture class really established in farming. He is never going to get anywhere if he does not first make a well-aimed start and then gradually grow and develop toward the desired goal. Our problem in vocational agriculture is not the placement of a boy in some occupation at the completion of his training, as it is in a vocational trade or industrial school. Our problem is rather one of helping the boy to grow into a business of farming, and to make each year's school and home work in vocational agriculture an important step toward the ultimate goal.

I firmly believe that all teachers of vocational agriculture would like to see as many as possible of their agriculture students established in some way in farming. I think nothing would give them more pride and satisfaction in life than to see a large scattering of progressive and successful young farmers in the communities where they have taught and be able to say, "This young man and that young man made his start in farming in my vocational agriculture class."

I think fitting boys to become established in farming, and to make better starts in farming than they otherwise could have made is our big job as teachers of vocational agriculture. It is not only the job we want to do; it is the job we must do if federal funds for vocational agriculture are to be continued. Unless we do accomplish our aim of training and of establishing in farming the boys in our vocational agriculture course, we will not long hold our jobs as teachers of vocational agriculture. Our task is not one of imparting facts and explaining theories pertaining to agriculture; it is one of training future farmers. The results of our work must be seen on the farms in our communities. And it will be so seen if the work we are doing is effective and really taking hold. "By their fruits ye shall know them" is the final test of the success or failure of every vocational agriculture teacher.

IN the last analysis, I do not believe that it is a very difficult problem to get boys in the all-day vocational agriculture course started on a good long-time supervised farm-training program. Usually a small and inexpensive beginning in two or three of the right kinds of farm enterprises is advisable, always, however, with a looking forward to a steady and gradual increase in size of the enterprises. Together with this increase in size should go also each year, if possible, the taking up of a new enterprise. Thus the value of the projects will increase steadily to an astonishing degree. If constantly im-

proved practices go hand in hand with the increase in size and extent of enterprises, resulting in greater efficiency of production and marketing, the boy will make wonderful progress. Such a plan is much better than starting on a larger and a more expensive scale and not growing and developing.

Another problem is that pertaining to the classroom instruction in agriculture. Along this line many radical changes have lately taken place. In the past, and all too largely at present, class or mass teaching has predominated and is predominating agriculture classroom instruction. Little or no attention has or is being given to individual and group teaching. Fortunately changes along this line are now reversing the situation. In many places this change has already gone so far that practically all class instruction has been abolished, and the entire class period in agriculture is given over to individual instruction.

I believe the very best teaching that can be done in our all-day vocational agriculture classes is that which best enables each individual to learn what he personally needs to learn and that helps each individual pupil to solve the problems that confront him in his own training program. Helping the individuals in the agriculture class to do these things is real teaching. In the past, too much class time has been devoted to imparting mere subject matter and to the "hearing" of lessons. True learning is not the memorizing of subject matter for recitation purposes. It is the acquiring of a new, better, or improved way of acting, of doing, and of thinking.

OUR teaching should be concerned primarily with helping pupils to learn in this true sense of the term. Subject matter has little value aside from the use to which it can be put in doing and in thinking.

There is, of course, in the vocational agriculture classroom a place for class and for group instruction. There is also a still bigger place for individual instruction.

We need class instruction:

(a) On strictly project jobs and problems common to all projects.
(b) On type jobs and problems arising in all project enterprises.
(c) On supplementary farm-training jobs occuring on all farms which all pupils should be able to perform.
(d) On jobs and problems pertaining to judging activities in which all boys are expected to engage.

Confining class instruction to these four groups of jobs and problems puts class instruction on a 100 per cent functioning basis for each individual in the class.

We need much time for individual instruction:

(a) On jobs and problems in project enterprises not taken up by the entire class. (There are usually many of these in every enterprise of every boy—far more than the teacher has time to take up with the entire class.)
(b) On jobs and problems dealing with individual project activities, of primary concern to specific individuals.
(c) On jobs and problems arising in project enterprises but taken up with the class as type jobs in some enterprise other than that conducted by the pupils or by some of the pupils in the class.

We need group instruction:

(a) On jobs and problems vitally affecting a small group of pupils.

In brief, individual instruction or individual teaching simply means giving each individual time in the class period to analyze, to study, and to plan: What to do, how to do, and when to do the things that must be done and that confront him in his long-time supervised farm-training program, and helping or assisting him in these activities. As previously mentioned, giving ample school time to individual, and sometimes to group instruction, is the best teaching any vocational agriculture teacher can do.

In the July, 1934, issue of *Agricultural Education* is an article entitled: "The Supervised Farming Program—The Alpha and Omega of Vocational Agriculture in Virginia," by T. V. Downing, district supervisor. In the beginning of the article Mr. Downing gives, I believe, an excellent summary of our farm survey, farm enterprise, farm job, and seasonal sequence method of teaching vocational agriculture as followed in the majority of states. The greater part of the article is devoted to long-time supervised farm-training programs and to making these programs the core of what goes on in the agriculture class.

The class period is almost entirely given over to individual instruction or to, as Mr. Downing calls it, "individualized instruction." I heartily recommend that all persons interested in vocational agriculture read this article. It is the best article I have seen dealing with "Individual Instruction Based on Long-Time Supervised Farm-Training Programs." Other articles have appeared in *Agricultural Education*, and more will appear in the future dealing with this particular problem.

Personally, I do not believe that 100 percent individual instruction makes the most efficient use of the class period devoted to vocational agriculture. I think that in the most efficient use of the class period we need class, group, and individual instruction apportioned on the basis of the jobs and problems, as I have previously outlined. I heartily recommend, however, that each teacher devote from one to three periods of the five class periods per week usually given to vocational agriculture to individual and group instruction. On these individual and group instruction days there should be no class recitations or discussion. Each individual or small group should be working on the immediate jobs and problems confronting him or them in their supervised farm-training programs. Individual instruction, however, should not be a haphazard matter. It can and should be put on a well-organized and systematic basis.

An Illustration of A Long-time Supervised Farm-Training Program

W. B. LACEY, Fisher, Illinois

First Year	Second Year	Third Year	Fourth Year
Sow and litter	2 sows and litters	Same	Same
5 acres corn	10 acres corn	"	"
	2 beef calves	2 beef heifers	Breeding herd
		3 acres alfalfa	Same
			5 ewes

This four-year project plan includes the student's major livestock and crop interests in the first year. However, if the boy's interests are different or existing conditions make it impracticable, it is possible to substitute beef calves, dairy calves, sheep, or poultry, and wheat or some legume crop. In the second year, due to experience and training received from the first year's work, most students find it logical to expand major interests and at the same time to add a minor. The third and fourth year will vary with the individual student. Most students will desire to retain their major livestock and crop projects and gain additional knowledge in minor interests. It is the suggestion of the writer that alfalfa and sheep be added, although other animals and crops will be acceptable.

Reasons for having a project plan: High school students, in their four years of development and growth, are being transformed, so to speak, from immature lads to mature self-reliant young men. This period builds the foundation for the good life. It is the hope and also the objective of the high school to make for an orderly and well-planned future. In order to attain this objective, the agriculture department, as one phase of the curriculum, introduces the freshmen to a long-term project plan. The plan is not rigid or fixed; it may be changed to fit the wishes of either parent or student. It is well to remember, however, that in accepting the plan, the student sets a goal, works toward the goal, and by working towards that goal, gains practical knowledge in agriculture.

IT was reported at the National Congress that Vernon Howell, National President of the Future Farmers in 1932, has received the Democratic nomination for election to the Oklahoma state legislature.

Farm Mechanics

Farm Mechanics in Wisconsin

L. M. SASMAN, Agriculture Supervior, Wisconsin

L. M. Sasman

SIXTY-SIX of the 100 departments of vocational agriculture in Wisconsin offered courses in farm mechanics this past year with an enrolment of 1,050 boys in these courses. Thirty-nine of these boys are high school freshmen, 40 are sophomores, 683 are juniors, and 288 are seniors.

Farm mechanics is offered in Wisconsin as a separate course, intended for the third year's work. In small departments it is alternated with farm economics, offered in the fourth year. Ten years ago farm shop was offered in the freshmen year and farm mechanics in the junior or senior years, and about fifteen years ago farm shop and mechanics was commonly offered two or three days a week in each year in an attempt to correlate the shop work with the plant and animal courses offered. The present system has developed because the workers in vocational agriculture in this state think that it best suits the needs.

Farm mechanics as it is offered in Wisconsin is a general shop course including construction and repair of farm appliances, farm machinery adjustment and repair, gas engines, harness repair, soldering, and rope work. In some departments considerable attention is also given to rural electricity, farm water supply, and plumbing. There is no uniform arrangement for the farm mechanics course, the instructor in each department arranging his course as best suits the needs and facilities of his department.

A survey of reports on farm mechanics from Wisconsin departments for September and October shows the following units among those taught during those months. The units are given as reported.

1. A. Agricultural drawing
   a. Drawing to scale floor plans of farm barns.
   b. Drawing of articles to be made.
   B. Figuring bills of lumber.
   C. Names and kinds of tools, their uses, and care.
2. Rope work—knots, long and short splices, belt lacing
3. Gas engines
4. A. Mowers
   a. Complete study of construction
   b. Mower repair — overhauled two old mowers from home farms of the boys.
   B. Glazing, each boy has repaired at least one window or door brought in for repair.
5. A. Selection of tools
   B. Care and use of tools
   C. Tool repair and sharpening
   D. Planning a farm shop and selecting tools
6. A. Rebuilt and refinished tables for agriculture room
   B. Built ten booths for community fair.
7. Rope work
   Soldering
8. Gas engine operation and automotive mechanics
9. A. Blue prints, reading and interpretation for farm buildings and farm equipment
   B. Making blue prints from drawings by students
   C. Application of blue prints to job in farm shop
10. Study of Drainage
    A. Job survey 40 acres and plot out the drainage system on that land
    B. Construct a contour map for use by the farmer
11. Erosion control, terracing, soil-saving dams
12. Principles of concrete construction
    Pouring of concrete for cement walk
13. Built school shop for forge work
14. A. Farm sewage disposal
    B. Farm water systems
15. Highways—construction and maintenance
16. Harness cleaning, repairing, and oiling.

This list shows two things, first, that the conditions in the various departments, either in the facilities of the department or the ability or preference of the instructor, result in a great variety of jobs given; second, that the type of jobs varies greatly, from jobs tied up closely to the needs of the home farms of the boys to jobs rather distantly related to those needs.

The majority of agriculture teachers in this state do not make a formal survey of home farms, but most of them, in connection with the farm mechanics work, are observing the needs for farm mechanics jobs during their supervised practice visits and list many of these needs so that when school is in session, they know where there are machines that need repair, harnesses that will furnish lessons in cleaning and sewing, tools that need sharpening, drainage and terracing projects that classes can undertake, and feeders, crates, racks, brooder houses, or hog houses that fathers of the boys would like to have built.

In the past, one of the principal difficulties in the development of a comprehensive farm mechanics program has been the lack of training in farm mechanics by the agriculture teacher. The great majority of agriculture teachers who have been teaching for five years or more have received most of their training in farm mechanics in the classes in which they taught. Most of the states, at present, are doing their best to remedy that situation. In Wisconsin, we are requiring of men preparing to teach agriculture that they have courses in gas engines, farm shop, and farm machinery. In addition, for the past five years we have given farm mechanics work at the summer conference in farm machinery, harness repair, and rural electricity. This increased training has resulted in a decided improvement in the farm mechanics teaching, so that today most of these courses are of real practical value to the farm boys enrolled in vocational agriculture.

My Evening School Experiences in Farm Mechanics

EARL M. KNEPP, Frankfort, Kansas

THREE years ago in my first attempt at adult education I remember telling myself it will be easier next time. I have come to doubt that. To be sure some things are easier, but such questions as what to offer and the preparations and presentation of material are never answered. Each year is another problem.

Two of the evening schools I have conducted have been in farm mechanics and farm shop. The things herein discussed have grown out of my own experience from these two schools.

Determining the nature of the course to be offered.

This is one of the difficult questions I have met with each year. I suppose most of us have tried the policy of calling the group together to learn from them what the content of the course should be. I admit that I have not been able to follow this method. Each year I have had some ideas of my own as to what I wanted to give in the course. Early in the year I begin to discuss with some of my farmer friends these ideas and try and determine what they think of them. The farmers in turn give me many suggestions as to the questions they would like to have discussed. From these friendly chats I determine the nature

of the course I will give, and begin to gather my material. In arranging the order in which I will give the lessons, I try to make the matter as seasonal as possible.

Publicity

As a boy at home I was taught never to make a loud noise about myself. But I have found that often it is necessary to advertise what we are doing if we expect to get our ideas over to the majority. I have used several means of advertising. One of the best is the day-school classes. Let the boys help prepare the illustrative material and develop their interest in the evening school. Don't fail to remind them each time the school is to meet, and you will not hear so many times the next morning, "Dad intended to come last night but we just forgot it until it was too late." I use the local paper. It so happens we have a daily. I have a notice in it two days before each meeting. Get a news item in about each meeting. We have a high school reporter, and I keep him busy during the weeks of the evening school.

Another efficient means of advertising is by letters and cards. Before the school starts, I send a letter telling about what we intend to do and the place and the time of all meetings. Once or twice during the school I send cards just as reminders to some not attending. The first letters are sent to a complete mailing list I have made up in the four years I have been in the Frankfort School. I have found cartoons effective when used in letters, to attract attention.

Organization and Presentation of Material

Probably the most important thing in organizing the material is to decide on the definite things to put over in each meeting. For example, last year when I planned the evening on rope work, I had one thing which I expected to put over in that evening. That was to teach those attending how to make a long splice, an important rope skill on the farm.

Last year I obtained the assistance of a representative of an implement company in putting on the work in farm machinery. I felt that his weakest point was that he tried to make his discussions too general. He did not have any definite aims in mind.

The method used in presenting the subject matter will depend to a large extent on the size of the group. I have found it advisable for the instructor to open the meeting and start the discussion. In the mechanics courses I had some things which I wished to give them, and with these suggestions I tried to lead the way for discussion and questions. I think is very important that the teacher give the main material which he is trying to put over to those attending in some form in which they can take home with them. I have found they learn a great deal from this material. There was a brisk demand for this material long after the evening course was completed.

In my first course I offered: 1. Tool sharpening, 2. Rope splicing and weaving, 3. Soldering for farmers, 4. Harness repair, 5. Bending iron and tempering, 6. Welding, 7. Plow sharpening, 8. The use of the steel square, 9. Concrete on the farm.

The second course consisted of: 1. Rope splicing, 2. Farm concrete, 3. Binders and mowers, 4. Plows and planting equipment, 5. Tractors, 6. Harness repair, 7. Soldering, 8. Sharpening timber saws, 9. Tempering, 10. The use of the steel square. Interest will vary according to how much the men can use the material presented. Two years ago I had good interest in the study of concrete because I had several men present who would be using this material in the near future. Last year of the 19 men present at the meeting, none could tell when they would be financially able to do any cement work, and their interest was not nearly so keen. The steel square is one subject that will always draw an interested crowd. I feel the fact that in the two schools I had an enrolment of 34 and 39, with an average attendance of 28, is evidence that farmers were interested in all subjects offered.

Illustrative Material

In the farm mechanics courses much of the illustrative material can be made up by the day-school group. Before the lesson on rope splicing I have the day group make up several of each of the following—long splice, short splice, different kinds of rope halters, eye and end splices. When giving lessons on machinery repair, I have the machines on the floor to use in illustrating points. Last year we spent two days hauling machines in for our machinery course. We had two binders, three mowers, planters, a lister, two-horse plows, and a tractor and tractor plow. I feel these are the best illustrative material we can use. If one is planning a machinery repair course, he can get a supply of books on care and repair of farm machinery from the implement company without cost. Most of the farmers appreciate these very much. I have had some of my largest power farm operators tell me that they were the best help they have ever got hold of. The charts furnished by the company are also very good illustrative material and worthy of extensive use.

The evening school is a good place to exhibit the work done by day classes.

Demonstrations and Their Effectiveness

As I have already said, this year I had three men from an implement company with me for three days to take charge of the machinery part of my course. They took complete charge of the work on the adjustment and repair of all machines. They worked hard and knew the material which they were giving. They lost some of the effectiveness of their work because they did not ask for pupil participation in the work and make it purely demonstrative. A representative of a cement association had charge of the evening given to concrete on the farm. He showed a number of pictures illustrating the correct methods of using cement and answered a number of questions which the men submitted.

I felt that there was a lack of participation on the part of the students and consequently lack of interest. If the instructor had taken those men to the shop, showed them what a cement mix should look like when it had plenty of water in it, and the difference between a 1-2-3 and a 1-2½-5 mix, I believe he would have had greater interest from those attending.

Records of Meetings

Attendance records were left to two boys in my advanced day-school class. The records were made on scratch paper and transferred to a permanent record sheet. After the school is planned, when I have an opportunity, I talk to men who might be interested. I talk to them about the subjects to be discussed. I try to find out what they are most interested in and make a record of it. Then if they have not been regular attendants when it is time for that lesson, I drop them a card inviting them to attend.

Carry Over Things Accepted and Put Into Practice

I feel that we often permit ourselves to believe that material we have is common knowledge. I was surprised to learn how many farmers did not know of the lead in the cutter bar of the mower, how to remove the gears of a mower, and sections of a cycle. I could give a number of examples of things put into practice. Here are a few. A farmer who has a new tractor called me to come and help him get the correct line of draft on his plow. Two have told of adjusting the lead on the cutter bar of old mowers. Two have told of finding out binder troubles of long standing. A number have spoken of the value of a gauge in sharpening timber saws. One father has allowed his boy to repair his harness at home after coming to the school.

My evening course work in farm mechanics has resulted in a better attitude of the community toward the department and the mechanics work in general. Farmers look to the department as a place for the distribution of agricultural information. It helps in getting more and better shop jobs for the boys of the day school. School executives like it because it is a drawing card for the school.

Mistakes

I have made note of some of the mistakes as we went along. I honestly feel that in most cases the teacher is the best leader for an evening school. In my own experience, and I have seen it once in another school, the outside party did not know conditions and let many good opportunities go by. Don't be afraid to advertise your school. I did not begin to talk to farmers early enough in the year. Follow up your meetings. If possible, make a record of the interests of each one attending and try to follow up his interests in order to try to be of further service to him.

Part-Time Schools

Part-time Schools at Stoughton, Wisconsin

EARL VANDRELL, Instructor in Agriculture, Stoughton, Wisconsin
Stoughton, Wisconsin

I AM sure that almost anyone making a survey in his community for the first time to determine the number of boys of school age on farms but not attending school will find some illuminating information.

He will indeed find a training need in a wonderfully fertile field of future farm boys. In most instances he will find practically nothing being done to serve this group. In this group of future farmers we have boys who stopped school after attending the grades, some who attended high school a short time, others who may have finished high school with or without vocational agriculture training.

Agriculture instructors are asked the question, "What are you doing to meet this training need?" The training of this great mass of out-of-school young farmers alone could easily justify every cent of federal aid. Small high school departments could expand to huge proportions by the inclusion of a well-rounded part-time and adult program.

During the past five years, over 400 individual farmers and farm boys have attended classes in the Stoughton area where special emphasis has been laid on part-time classes in agriculture.

Fifty-four farm boys were enrolled in one of this year's part-time classes, conducted each Saturday morning from 9 to 12 o'clock. While one group who wanted farm mechanics were being instructed by the shop teacher, the remainder of the group studied farm management problems with the agriculture instructor. Practical farm layouts of varying sizes and conditions were worked over, and all the factors involved in the successful operation of farms for profit were thoroughly discussed. The size of business, yields, production per unit, costs of production, rotations, balancing the business, figuring incomes possible, cash outlays, and so on up to the final decision as to just what should we pay for a farm to be able to succeed, afforded interesting and worth while participation.

The many lo al common farm leaks were given a critical grilling, resulting in a ready list of possible improved practices.

The shop work consisted of metal work, such as soldering, welding, tempering, repair work, and tool sharpening. One night each month was devoted to a social party held in conjuction with the part-time classes for rural girls, under proper supervision. This recreational service filled a vital need for an otherwise neglected group which should have a right to some consideration as well as the more priviliged few.

At the end of the unit graduation exercises were conducted, and certificates awarded on the basis of commendable progress and regular attendance. A different colored seal designates the number of years the individual has been enrolled. The part-time girls and boys, together with their parents, attended this last meeting, and an evening of talks, fun, and dancing was enjoyed.

These certificates are a source of joy and pride to many of the parents as well as the boys, because in many instances it offers their only source of recognized achievement, in many cases through no fault of their own.

Part-time work is just another means of selling your department to the entire area and keeping it on a sound foundation by filling a training need.

My Impressions of Part-time Schools

RALPH V. BACKSTROM, Agriculture Instructor, Carlton, Minnesota

OFTEN we teachers of vocational agriculture must be content with small beginnings, beginnings which have potent possibilities. Just such a thing is a part-time school.

My first suggestion then is to get the boys in a happy frame of mind. I get acquainted with the boys at Farm Bureau and 4-H Club meetings, dances, and other community gatherings. I don't mention agriculture to them—but speak of things of paramount interest to the boy at that age. Maybe he has a new gun, a new girl, or perhaps he is going on a hunting trip; anyway, he has some interest that means more to him than anything else. You can tell when you have hit upon it—his eyes start sparkling, he moves closer to you, and becomes suddenly loquacious. Life is beginning for him. Now that you have found his hobby or pet desire, you've got him interested. The boys like it because they are just at that age when no one pays any particular attention to them. They value attention highly. Once you have their interest, the rest is easy, only use discretion in giving them education. It has to be sugar-coated to quite a degree for some of them.

I find that the evening is the best time to have a part-time school, starting at 7:30 and lasting for 2 or 3 hours, followed by recreation. The class meetings are held once or twice a week, depending upon how many nights are free.

The class work is very informal, catering to individual expression, letting the boys test their wings by ex-

PART-TIME CLASS IN STOUGHTON VOCATIONAL SCHOOL, STOUGHTON, WISCONSIN

During the past school year, 49 rural boys enrolled for part-time courses in farm management in the Stoughton Vocational School. These boys, ranging in ages from 16 to 23 and coming from within an average radius of 12 miles of the city of Stoughton, attended classes each Saturday forenoon from 9 until 12, beginning on November 18, and continuing until March 17. The courses offered were farm economics, under the direction of Earl F. Vandrell, and farm mechanics and physical education by E. O. Schneider; one hour being devoted to each subject. The average weekly attendance was 32, and a total of 1,428 pupil-hours of instruction was given. At the conclusion of the work the school sponsored a final get-together in the form of a commencement program at which 36 members of the class were awarded certificates of merit for regularity of attendance and commendable progress in their work. To date, approximately 90 farm boys have taken advantage of similar courses in farm management at the Stoughton Vocational School.

pression and gaining confidence in themselves. I also believe in letting them develop a feeling of self-importance. It's good for them. They usually are shy and retiring. I like to reason and counsel with them, appealing to them as men to "check up" on themselves and find out whether they are trying to accomplish something, or just wasting time. I also like to appeal to their sense of manliness, emphasizing physical fitness, and the fact that they should take pride in their bodies. If they are interested in their health and physical fitness, they will also have a better outlook and attitude toward life.

And so, bearing in mind what Josiah Quincy said, "An agricultural life is one eminently calculated for human happiness and human virtue," let us help the farmer and his posterity to achieve that happiness.

Part-time Education by the Vocational Agriculture Department

HAROLD F. HARRISON, Agriculture Instructor, Warren, Minnesota

TWO years ago we decided to establish a part-time school in the Warren High School, Warren, Minnesota. At the time, it was generally hinted that no such school could be established in this community because, they said, the farmers were not interested in new fangled education. No real attempt had ever been made to put the idea across. Through the encouragement of the superintendent, G. Holmquist, and in spite of the prophesies made as to the outcome, a part-time school was organized.

Perhaps it would be of interest to tell how this was done. I made a survey of the immediate farming communities surrounding Warren, of all the boys between the ages of 14-25 who were not in school, who were working on the home farm and who I thought might be interested in a chance to spend two evenings a week in town profitably. Fifty such boys were located, and a form letter was mailed each one, written as follows:

Dear Sir:

The agriculture department of the Warren High School is planning to conduct a part-time school two evenings per week, Tuesday and Thursday, for five weeks beginning Jan. 30, 1933, and closing March 2, at the High School building. I was thinking you might be interested in this project and I am extending to you an invitation to become a member of the group.

The plan is to conduct open discussions on agricultural problems which appeal to the group as a whole; to discuss our government and its plans for aiding the farmer; to make a feed trough, or some other object, repair harness, etc. (if you wish); and to enjoy the facilities of our high school gymnasium. At each meeting you may play basketball. The plan is to develop two teams. This school intends to permit you to follow your inclinations as to what you desire to learn, and no marks or credits are to be given. It does not matter whether you are an eighth grade or a high school graduate. No preparation of lessons will be required. This part-time school is designed for your benefit and pleasure, and I hope that you will see fit to take advantage of this opportunity. If you wish to discuss this further with me, I shall be glad to do so at any time you desire.

Kindly let me know as to whether or not you are interested and will attend these meetings. A large number have already decided to join this group. Please use the enclosed stamped postal card for your reply. I trust that I will have a favorable answer from you.

Sincerely,
Harold F. Harrison

Due to the type of farming in this section, and to the fact that there was the least demand on the boys for labor, January was selected as the best month for a part-time school. School began at 7:30 p.m. and ended at 10:30.

I received replies from 32. School opened January 30, 1933, with 29 present. Last year we again held a part-time school, with an enrolment of 21, many students of the year before returning.

The following is an account of last winter's part-time school:

Ten meetings held, twice a week, on Tuesday and Thursday evenings—7:30 to 10:30.

Enrolment—21 students

Average attendance, 15

Program of work as follows:

7:30—8:00—Spelling, arithmetic, and civil government—Superintendent Holmquist

8:00—9:00—Agricultural subjects—H. F. Harrison, teacher of vocational agriculture

9:00—10:00—Shop Work—Emery Johnson, manual training instructor

10:00—10:30—Gym: basketball, volleyball—Mr. Johnson, H. F. Harrison

Mr. Holmquist covered the money situation, and present changes in our government as affects the farmer, also discussing the financial problems facing the farmer of today.

Mr. Harrison discussed the two best money crops for the coming year in this country, turkeys and sheep; the best method of raising each, sanitation, control of parasites and common diseases of each, housing problems, and prospects for the coming year.

Mr. Johnson constructed a 12-foot grain box as a class project, also assisting with individual problems on the lathe, construction of saw table, some forge work, sharpening of farm tools, and simple use of the square in construction of farm buildings.

During the gym period, practice in basket shooting, ball handling, and games between sides chosen by leaders were played. The boys were given the privilege of the high school building, and the use of showers. They were invited as guests of the school to one of the major basketball games of the season. At the last meeting the three instructors served sandwiches, cake, and coffee in the home economics rooms.

I feel a most successful part-time school was held again this year. There was a splendid attitude among the boys, and many expressions of appreciation came from them. The success was due to the splendid co-operation of Superintendent Holmquist and Mr. Johnson who gave their time and efforts to help the agriculture department put over this program. The enthusiasm of the boys and their attitude during the two part-time schools has convinced me of the worthwhileness of the school in this community, and the effort we have put forth has been well repaid as a boost to the agriculture department.

I hope that this article will be of some value to you men planning a part-time school, and that it will be an incentive to you men who have never tried it, to put over a part-time school in your community.

Young Men in Community Benefited by Organized Instruction

ALTHOUGH every teacher has rather intimate contact with a few former students, there are many young men on farms who can be benefited by organized instruction.

This fall we have organized and have held seven meetings of a school for young men 18-30 years of age. About two-thirds of the group attending are high school graduates, and the majority of these have had vocational agriculture training. Some have been out of high school twelve years, while the average is about four years. While the number that did not attend high school is not large as we would like, practically all of these have been interested by former vocational students. I wonder if we have fully realized the amount of leadership being exerted by our former students. I wonder, too, if we have realized that we have done very little to assist them in doing the community work they desire to do. Among the 43 persons who have attended the school, there is 1 college graduate, 3 former college students, 2 club leaders, 3 former F. F. A. presidents, and 1 trained community play leader. The bringing together of these leaders and future leaders, who come an average distance of 6 miles from various communities, is doing much to keep up the morale, give social contact, and form friendships that will be very worth while.—L. T. Clark, Olney, Illinois.

Books

(Continued from page 84)

Shop Management in Rural High Schools, by Louis M. Roehl, published by the Bruce Publishing Company, 96 pp., well illustrated, price $1.00. This book is intended for those who teach vocational agriculture and for supervisors, teacher trainers, and school administrators. In dealing with the managerial aspects of farm shop organization and conduct, this publication has filled a long felt need and should be welcomed by teachers, supervisors, and others interested in farm shop instruction.—A. P. D.

Future Farmers of America

The National Congress at Kansas City

ANDREW Sundstrom of Beresford, South Dakota, was elected president of the national organization of Future Farmers of America, to succeed Bobby Jones of Radnor, Ohio. His picture graces the cover of this issue of the magazine. He is also shown in the accompanying group photograph, together with the other national officers elected, the national executive secretary, the national adviser, and the national treasurer.

1935 Officers of the Future Farmers of America. Front row, left to right: Jaques Waller, Plant City, Florida, student secretary; Andrew Sundstrum, Beresford, South Dakota, president; C. A. Duplantis, Huma, Louisiana, second vice president; Leonard Arrington, Twin Falls, Idaho, first vice president.

Back row: Henry Groseclose, Blacksburg, Virginia, treasurer; John Reisz, Owensboro, Kentucky, third vice president; W. A. Ross, Washington, D. C., executive secretary; George Myers, Greencastle, Pennsylvania, fourth vice president; J. A. Linke, Washington, D. C., adviser

Toyack Chapter, Utah, Wins Chapter Contest

TO four chapters of the Future Farmers of America go the awards for the most distinguished record of accomplishment during the past school year.

These four chapters are: First, Toyack Chapter, Roosevelt, Utah; second, Sweet Springs Chapter, Sweet Springs, Missouri; third, Waterville Chapter, Waterville, New York; fourth, Calico Rock Chapter, Calico Rock, Arkansas.

With these awards go the following cash prizes, offered by the Future Farmers of America: First, $300; second, $200; third, $150; fourth, $100.

Chapters receiving honorable mention were: North Atlantic Region — Presque Isle, Maine; Gouvermeur, New York; Southern Region — Ramer, Alabama; Gold Sand, North Carolina; North Central Region — Marshall, Missouri; Ottawa, Kansas; Western Region — Boise, Idaho; Chelhalis, Washington. ington.

More than 300 chapters submitted reports in the contest.

Courage to carry on in the face of desolation, visited on their remote valley by the drought, helped the Toyack Chapter of Roosevelt, in the Uintah Valley, win the Chapter Contest. Roosevelt is 90 miles from a railroad.

Although their agricultural projects have been brought to a standstill by the drouth, the Toyack Chapter reports the following accomplishments:

Construction of a stone Chapter House with stone cut and hauled 43 miles and timber cut high in the mountains; hauling of ten loads of wood for the needy; cultivation of young trees for the community; a tour to the World's Fair last summer at a cost of $12.50 per boy; assemblage of a museum of Indian relics discovered by the chapter members; and a total investment in farming of $3,527.80. Toyack Chapter planted 200 Siberian elmtrees to beautify the school grounds and has kept them alive by carrying water daily during the drouth. The thorough report of Toyack's achievements amply illustrated with photographs fills 357 pages. With little funds, the chapter fell back on Yankee ingenuity in equipping its shop with a gig saw made from a sewing machine, lathes from old truck parts, and other devices from similar salvaged material.

Another unique feature of the Toyack Chapter is its girl's auxiliary a separate organization made up of girls taking vocational home economics.

A picture of the Toyack Chapter appeared last December in the Future Farmer section of this magazine.

Second place in the chapter contest went to the Sweet Springs, Missouri, students, the chapter whose outstanding member, Maurice Dankenbring, last year received the Star Farmer of America award. With 38 members Sweet Springs Chapter has won an enviable total of prizes at livestock shows. Entering 86 head of livestock, including hogs, cattle, and lambs, in the Missouri State Fair, the Sweet Springs Chapter returned with $354 in prizes. They were also successful at the Midwest Livestock Show in Kansas

Boys receiving American Farmer Degree at 1934 Future Farmers of America Convention

City, and subsequently sold 42 head of purebred swine at a cooperative sale. One of the unusual enterprises was the preparation and cultivation of a community flower garden on what had been a downtown lot.

The Waterville, New York Chapter, ranking third, had an especially well-balanced program, skillfully executed by its 24 members. The outstanding events of the year were an agricultural fair held at the school and evening courses for farmers in which the F. F. A. members cooperated. The labor income from projects per boy was $110.10.

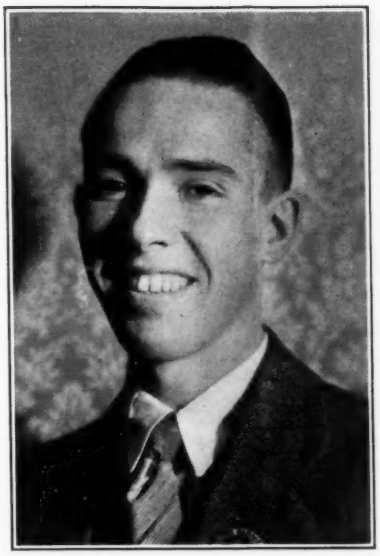
To Calico Rock, Arkansas, have come nearly 75 families forced out of other regions by drouth or depression. Heads of these families knew almost nothing about the principles of good farming. To help them get started in their new homes, members of the Calico Rock F. F. A. visited the families, tested the soil of their farms, and aided them in other ways. Out of this cooperation grew the organization of the "Modern Pioneers," composed of new settlers. The two groups joined forces in a four-point farming program: (1) growing cash crops; (2) producing home supply crops; (3) raising feed for livestock, and (4) a soil improvement program. The 40 members of the Calico Rock Chapter purchased seed cooperatively, sold crops cooperatively, established a chapter cotton patch, hot bed, spray ring, land terracing club, and tree pruning ring. The total investment in farming by this chapter is estimated at $75,000.

Fifty-Eight Boys Win American Farmer Degree

THE following 58 boys from 33 states were elevated to the American Farmer degree at the National Convention.

Edd Christian, Fern Bank, Ala.
Chester T. Sentency, Weiner, Ark.

J. Phelon Malouf of Richfield, Utah, who won first place in the National Speaking Contest of the Future Farmers of America



Star Farmer of America, Paul Astleford, 18-year-old son of a Quaker preacher of Newberry, Oregon

Austin Ledbetter, Malvern, Ark.
Raymond Pitts, Selma, Calif.
Sam McMillan, Santa Rosa, Calif.
Joe E. Williamson, Bridgeville, Del.
Jaques Waller, Plant City, Fla.
Deaz Floyd, Bowman, Ga.
C. W. Grant, Jr., Leslie, Ga.
Leonard Arrington, Twin Falls, Idaho
Clarence Akin, St. Francesville, Ill.
James R. Dunseth, Modesto, Ill.
Beryl Rutledge, LeRoy, Ill.
Edwin A. Bates, Carlinville, Ill.
Milbourn F. DeMunn, Capron, Ill.
John Garrett, Battle Ground, Ind.
Kenneth Fulk, Clarinda Iowa
Alfred Taylor, Winfield, Kans.
Allan Nottorf, Abilene, Kans.
John Reisz, Owensboro, Ky.
Paul Moulard, Marksville, La.
C. A. Duplantis, Jr., Houma, La.
Lyman F. Getchell, Jr. Limestone, Me.
William F. Wildeson, Oakland, Md.
Jay H. Morris, Grand Lodge, Mich.
Donald Piper, Bangor, Mich.
Aubrey L. Pulliam, Adrian, Mo.
Charles Lampkin, Appleton City, Mo.
Harold Benn, Ord, Nebr.
Ralph Smith, Newfield, N. J.
Charles H. Wood, Little Valley, N. Y.
Emory I. Waterman, Forestville, N. Y.
James B. Outhouse, Canandaigua, N.Y.
David O. Swank, Fredericktown, Ohio
Robert Bernard, New Vienna, Ohio
Thomas M. Gardner, Georgetown, Ohio
John Paul Watt, Jr., Greenfield, Ohio
Stanley L. Algire, Fredericktown, Ohio
George Harrison, Kingfisher, Okla.
Paul Astleford, Newburg, Oreg.
George M. Myers, Greencastle, Pa.
Kenneth W. Hunter, Washington, Pa.
Andrew Sundstrom, Beresford, S. Dak.
Stanley Ezell, Antioch, Tenn.
Carl Baird, Brush Creek, Tenn.
Tillman Hutchings, Sparta, Tenn.
Jack Calhoun, Sherman, Tex.
William Cude, Beeville, Tex.
Cecil C. Cope, Arcadia, Utah
Avery D. Palmer, Charlotte, Vt.
Joel Holland Chapman, Smithfield, Va.
Graham James, Jr., Herndon, Va.
Andrew Jackson, Laurel Fork, Va.
Clarence Lowe, Whaleyville, Va.
Harry Born, Reedsville, Va.
Eugene Wissink, Baldwin, Wis.
Henry Bartelt, Omro, Wis.
Glenn Macy, Pine Bluffs, Wyo.

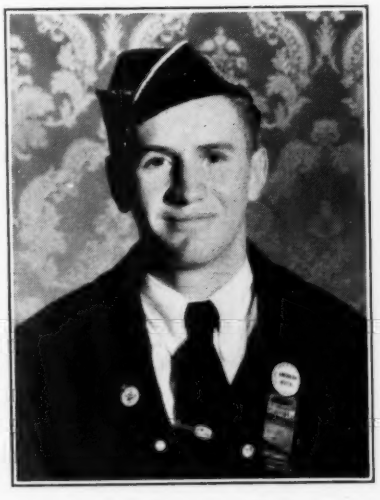
Oregon Boy Named Star Farmer of America

PAUL Astleford, 18-year-old son of a Quaker preacher of Newberg, Oregon, was awarded the title of Star American Farmer in the arena of the American Royal Livestock Show in Kansas City.

Surrounded by over two thousand cheering Future Farmers of America, this keen-eyed young man received a check for $500, awarded by *The Weekly Kansas City Star*. The honor and the prize money come as a climax to four years of strenuous and conscientious effort, not toward this particular goal, but toward complete preparation for successful farming and farm life.

Entering the Newberg high school in the fall of 1930, Paul enrolled for a course in vocational agriculture. Although the family lived on a 7-acre place, the minister father made little effort to farm. As a good Quaker his time was fully occupied with his human "flock." Paul, however, started a 2½-acre corn project and purchased two registered Duroc Jersey gilts, securing a labor income this first year of $83.16. With his interest aroused and the encouragement of his teacher, young Astleford kept right on studying and building up his project work, until at the close of his four years in school his records showed that he had made a total income from all projects of $612.47. This was made possible by the addition of dairy cattle and bees to his original hog enterprise, and by careful management.

Although Paul was born in Los Angeles and knew little of agriculture upon entering high school, he very soon made up his mind that it is "the farmer's life for me." He has tangibly demonstrated this decision in purchasing a 30-acre farm at Newberg, which he



Lavern Hemstreet, high-point individual in judging all classes of livestock, is from Uintah High School, Vernal, Utah

proposes to develop as a dairy farm. Securing the farm at a bargain price, he is already, with the help of his older brother, John, constructing buildings and formulating plans toward making it a model for the neighborhood. Although he has already been offered a price for the place which would give him a handsome profit, he has refused and expects to build his future on the fine Willamette silt loam which is now his own.

While in high school, Paul found time and energy to take a leading part in the extra-curricular activities of the school and in the Future Farmer Chapter. He played basketball and baseball, was treasurer and president of his F. F. A. Chapter, a member of numerous judging teams, the glee club, band, and the honor society, and active on committees of various sorts. With all this, and in spite of work required in delivery of the milk from his own cows, the average grade on his high school studies was 88, making him sixth in a class of 82.

Paul is now attending the Pacific College at Newberg, but plans on attending the Oregon Agricultural College later on. He now has an investment in farming conservatively figured at $2,496, and upon this he is building for his future education and life as a progressive farmer.

Paul's daily program begins at 4 a.m. when he gets up to milk his cows and deliver the milk to his customers. By 8 he is attending classes at Pacific College. After classes he takes care of his stock, and studies in the evening.

Judging Contests

Utah Wins Livestock Judging Contest

VOCATIONAL agriculture students and Future Farmers of Utah stole the show in connection with the contests. Not content with having the National Public Speaking champion in J. Phelon Malouf, the official uniformed band, the winner of the National Chapter Contest, Toyack, this state won the grand championship in the Livestock Judging Contest.

The judging team representing the Uintah School of Vernal topped the 34 competing teams with a score of 1896.8, unusually high. Coached by H. M. Lundell, the team was composed of LaVern Hemstreet, Niel Caldwell, and La Voir Merrill, all of Vernal, Utah. Ohio, Colorado, Texas, and Oklahoma placed next in order in the Livestock Judging Contest. Total scores for Ohio and Colorado were 1891.7 and 1888.4 respectively, showing that competition was keen.

La Vern Hemstreet was high individual in livestock judging and wins the $300 scholarship in an agricultural college, provided by the Merchants Association of Kansas City. Eldon Applegate of Clinton, Oklahoma, and Francis Travis of Hasty, Colorado, placed second and third, receiving scholarships from the Merchants Association of $200 and $100 respectively.

Rank of teams by classes of livestock

Beef Cattle
- First—Utah
- Second—Nebraska
- Third—Colorado
- Fourth—Illinois
- Fifth—Minnesota

Swine
- First—Utah
- Second—California
- Third—Idaho
- Fourth— Arizona
- Fifth—Oklahoma

Horses
- First—Michigan
- Second—Pennsylvania
- Third—Nebraska
- Fourth—Ohio
- Fifth—North Carolina

Sheep
- First—West Virginia
- Second—Ohio
- Third—Texas
- Fourth—Montana
- Fifth—California

California Wins Dairy Judging Contest

The Dairy Judging Contest, held in Kansas City for the first time this year, was won by the team from Santa Rosa, California by a comparatively wide margin. Coached by Wesley Jamison, this team was composed of Richard Gray, Lex Murray, and Noble Ledson. Ranking next in order were teams from Ohio, Mississippi, South Dakota, and Kansas. Champion individual judge in this contest was Bonner Carter of Sanford, Florida.

Virginia Wins Poultry Judging Contest

The National Poultry Judging Contest was won by the Virginia team. Fred Fadley of Mt. Jackson and Robert Reddish of Madison, coached by C. E. Richards, made the highest team score. Next places in order went to Illinois, Colorado, California, and Missouri. Fred Fadley of Virginia was high-ranking boy.

Texas Best Judge of Meat

The Breckinridge team of Texas proved itself the best judge of meat in competition with 20 other state teams. Wallace Cope, Clyde Coke, and Glynn Covington were the team members coached by W. R. Heiser. A Kansas boy, Frederick Renich of Newton, won the high individual honors. Kansas, South Dakota, Illinois, and Utah proved themselves next best as meat judges.

Kansas Wins in Milk Judging

Milk judging, another new contest for vocational students at the Kansas City meeting, was won by the Kansas team from Washington. This team was coached by H. H. Brown and composed of Paul Leck, Verlin Rosenkranz, and Clyde Neo. The Missouri team of Marshall placed second, followed by the teams from Illinois, Mississippi, and California. Paul Leck of Washington, Kansas was high man in this contest.

Winning team in judging all classes of livestock, from Uintah High School, Vernal, Utah. Back row—left to right: H. M. Lundell, Coach; LaVoir Merrill. Front row—left to right: LaVern Hemstreet and Neil Caldwell.

Winning team in judging all breeds of dairy cattle from Santa Rosa High School, Santa Rosa, California. Back row—left ro right: Noble Ledson; Wesley Jamison, Coach; Frank Noonan, Alternate. Front row—left to right: Richard Gray; Lex Murray.

The Farmer's Part in a Planned Agriculture

Address by J. PHELON MALOUF, Richfield, Utah, Winner in the National Public Speaking Contest

AMERICAN agriculture faces today the most serious economic problem it has ever known. Living under a profit system, the American farmer is beset on the one hand by crushing expenses—high taxes and burdensome debts—and on the other hand by a disparity of prices that robs him of almost all chance for gain. It is not surprising therefore that agriculture is extremely unprofitable. Only the bolstering effects of recent federal emergency measures have saved the farmer from economic ruin. But we must not let the benefits of this temporary relief obscure from our vision the real seriousness of the farmer's problem. More and more it is being realized that the prosperity of agriculture constitutes the basis for a truly prosperous nation. Our federal government has sponsored many programs in an earnest effort to aid agriculture. Let us consider a few of these measures.

Since 1923 "outlook" material dealing with the economic trends of the nation has been distributed at regular intervals to the farmer by the Department of Agriculture. It was hoped that the farmer would become better informed as to crop estimates, markets, and prices, and plan his farm operations more wisely. But this material, which proved to be quite accurate in its forecasts, has been little heeded.

In 1929, the Federal Farm Board took the initiative in attempting to organize the farmers on a national scale for the purpose of effectively controlling production, stumulating consumption, and stabilizing markets. These efforts were generally unsuccessful because the great majority of the farmers did not cooperate. For example, the Farmer's National Grain Corporation handled only 15 per cent of the wheat crop; the American Cotton Cooperative Association controlled only 10 to 15 per cent of the cotton crop; and the National Livestock Association controlled only 20 per cent of the annual slaughter of meat animals.

Today the federal government is administering the Agricultural Adjustment Act in a supreme effort to increase the farmer's purchasing power by controlling farm production. Its procedure is to give the farmer benefit payments to reduce his acreage of crops and his number of animals voluntarily. Some farmers have cooperated, but others have not. Administrators of the Act, themselves, admit that only one-half of the wheat growers cooperated; that from the six million farmers in our nation only three million commodity contracts were signed; and that due to lack of support from the dairy farmers, the administration had to abandon its 165 million dollar dairy control plan.

These are examples of the several governmental programs administered to help the farmer. Present measures may or may not be successful, but the encouraging thing is that conscientious efforts are being made. We have the promise of our nation's Chief Executive that the administration will continue to work in behalf of the farmer. There is every reason to believe that the President will submit a new program to Congress in January to further the interests of the farmer. The proposals of the Agricultural Adjustment Act to balance future production with consumption, the measures proposed for a better and wiser use of land, the policy of establishing granaries for surplus storage, the efforts to renew foreign trade,—all of these aids are evidence that our government is doing its part.

But all these measures to help the farmer will result in waste unless they, the farmers, give their whole-hearted support and cooperation. The passive attitude accorded the "outlook" material, the lack of support for the national cooperatives and the Agricultural Adjustment Act has been very discouraging. Consequently, because the farmer has not done his part, these measures have not fully attained their purpose. The farmers of our land must realize that these programs are for their benefit, and that no system of legislation will ever cure the ills of agriculture without the loyal support of the farmers.

IN order to do his part in cooperating with governmental agencies, the farmer must first of all become well-informed as to the economic principles and trends in the business of farming. Secondly, he must develop a national perspective of agricultural conditions as well as a local viewpoint. In the third place, he must develop the ability to cooperate intelligently in agricultural affairs and to do his part as a builder of rural America. With such preparation the farmer will not only insure the success of governmental agencies by cooperating with them, but he will be in a position to take an active part in formulating programs for remedying his own troubles. Thus the long-time solution to the problems of agriculture will depend upon an intelligent, progressive, and cooperative class of farmers throughout our nation who will do their part willingly and wisely.

How are we to obtain this desired class of farmers? Can we let events run their course and hope that as time goes on a progressive, cooperative nation of farmers will be automatically established? No! Indeed we can not. Assistant Secretary of Agriculture M. L. Wilson spoke truthfully when he said: "The building of a better and higher rural civilization must have its basis in education."

Briefly, our solution is to train the farmers of our nation into the best ways of thinking and acting. This solution must involve an extensive system of training, reaching throughout the length and breadth of our land.

The present-day farmer must be reached with a systematic dissemination of information through federal, state, and other agencies. Notable steps have already been taken, but they are just a beginning. Not only must the farmer be taught the most efficient ways of crop and livestock production, but he must also be taught the current economic trends of agriculture and the best methods of cooperative effort. In short, the farmer must be taught to forget petty self-interests and act intelligently for the best interests of all. Otherwise, in the words of Secretary Wallace, "Unrestrained self-interest, pursued to the uttermost will prove disastrous to the farmers of a township, and to the nations of the earth."

More important even than training the present-day farmers is the training of the youth of the farms—the farm boys of today who will be the farmers of tomorrow. Herein lies the real permanent solution to our problem. Agencies used in this movement include the 4-H Clubs, the Future Farmers of America, and our Land Grant Colleges. Thus far these agencies have been successful in their function of teaching the rural youth the best methods of production and marketing. However, present-day conditions demand that agricultural economics and cooperative effort shall be a part of the training so that when the young men go out to take their places on the land they will be properly informed and prepared. The value of this type of training is shown by Mr. S. W. Warren of Cornell, who found in his survey of Northern Livingston County, New York, that the farmers with an agricultural education are more prosperous and efficient in their farm operations than the untrained farmers. The educated farmers are quicker to adopt new and better farm practices, they are more willing to cooperate with and support governmental projects—they are more progressive. In fact, they are actually ten years ahead of the average farmer of that county. Again, in California the educated and broad-visioned citrus fruit growers, under educated leaders, have organized a cooperative marketing association, the California Fruit Growers Exchange, which is nation-wide in reputation, and handles annually over 70 per cent of all California citrus fruits with a gross sales value of over one hundred million dollars. These facts, briefly stated, show some of the value of a modern agricultural education.

The ultimate success, then, of every program enacted for the benefit of agriculture, lies essentially with the individual farmer himself. National authorities agree that no agricultural measure will be adopted or long continued unless it is a farmer's program

understood by him and carried forward by him. Patchwork upon patchwork will not do. We must get down to the roots of the problem which involves a fundamental change in the farm class itself; the farmer must be trained to know, to see, and to do. The government can and will do its part, but the farmer must realize that the problems of today are his problems. When this realization has completely dawned upon the American farmer, when he has become well informed, when he has learned to think in terms of group welfare, and when he realzes the value of cooperation and practices its principles, then and only then will he have laid the necessary foundation for the remedy of present problems and the welfare of American agriculture.

F. F. A. Father and Son Banquet Outstanding Activity of Chapter

B. R. WILLIAMS, Adviser—Dillon, Montana

THE annual Father and Son banquet of the Dillon, Montana, F. F. A. chapter is looked upon by the members and others as a very worth while activity. Besides being a "feed," the banquet affords a meeting place for fathers, alumni, Future Farmers, and others interested in F. F. A. and vocational agriculture.

To promote vocational agriculture is the first purpose of the Future Farmer organization, and the Dillon chapter knows of no better way of doing this than thru a Father and Son banquet. A well-worked-out program during the banquet helps acquaint the new fathers and members with F. F. A. and vocational agriculture. The past year's program is summarized, and the program for the coming year is given. This helps to get co-operation in carrying out the new program. The fathers and others get the right slant on F. F. A. and vocational agriculture when they know what it is all about, and this method is certainly one way of doing it.

Another purpose of the F. F. A. is to provide recreational and educational entertainment for its members. The boys enjoy something of this nature, and, by hearing others talk, expressing other viewpoints and methods, receive something worth while.

To develop local leadership and help build character is another purpose of the organization. Thru this activity every member can have some responsibility in putting on the banquet, and this kind of training is valuable toward building character for leadership.

All Future Farmers should agree that many purposes of the F. F. A. can be carried out thru a Father and Son banquet.

J. Phelon Maulouf, winner of the National F. F. A. Public Speaking Contest, is a younger brother of Raymond who placed second in the contest last year.

MISSISSIPPI was granted a charter in the National Association of Future Farmers of America at the Convention. This leaves only Rhode Island without a charter.

Participation in Judging Contest Aids Boy in Securing Steady Employment

LAST year, when the Illinois State Dairymen's Association sent out invitations to their annual judging contest, I had practically decided not to go. It was too far. My students were so enthusiastic, however, in wanting to enter, that I finally gave in. As a result of that contest, one of the senior boys was offered a job with an outstanding dairyman. He began working after school, and was given steady employment after graduation. His job is an attractive one, and since he has four brothers in vocational agriculture work this year, he certainly needed it. Absoluteiy the one thing that gave him this chance, was his work in that judging contest, and I had almost cheated him out of it. Without doubt, many agriculture teachers have had experiences of similar nature. Outside activities play a tremendous part in furnishing opportunities for our students. Not often are the opportunities for immediate material gain, to be sure, but they are no less valuable because of that.

There is Richard, who developed into a good leader, after taking part in a public speaking contest. There is Wilbert, who is in high school this year, solely because his father attended the evening course last winter. And George, who never in his life, will be careless about selecting seed corn, because he has been so interested in exhibiting at the section fairs. But why go on? The advantages are too obvious.

Our boys have a right to every opportunity we can offer them. I sincerely hope that I do not deprive them of any chances by not taking part in the outside activities provided.—L. L. Colvis, Chester, Illinois.

Occupational Distribution of Former Vocational Agriculture Boys in West Virginia

D. W. PARSONS, West Virginia University

A STUDY of the occupational distribution of 3,232 West Virginia boys who have had one or more years of vocational agriculture during the period 1922 to 1931 in 55 different schools gives some interesting data. These boys are now out of high school, 57.6 per cent having graduated.

The group is distributed as follows:

Now farming	45.4 per cent
In college of agriculture	2.4 " "
Occupation related to agriculture	1.2 " "
Non-agricultural occupation	31.8 " "
In Colleges other than agriculture	7.3 " "
Unknown	11.0 " "
Dead	.9 " "

Of those now engaged in farming 5 per cent each are owners, managers, and renters; 40.9 per cent are partners, and 44.1 per cent are farm laborers. Forty-nine per cent of those farming as owners, managers, renters, or partners were rated as being good farmers, and only 3 per cent as being poor farmers.

Two-thirds of the 3,232 boys are farm boys and one-third town boys. The per cent of farm boys farming is 54.5, while only 15 per cent of the town boys are now farming.

Over half the boys (52.3 per cent) had but one year of vocational agriculture; 44.2 per cent had two years; 2.9 per cent three years, and 0.6 per cent four years. Of those having over two years of vocational agriculture, 66 per cent are now farming.

Thus we see that over the nine-year period 49 per cent of the total number of boys studying vocational agriculture are engaged in agricultural work. In recent years the proportion of farm boys in the vocational agricultural classes has been increasing, and, as the study shows, this should mean a greater proportion going into farming.

Solving the Economic Problem of the Community Through the Farm Mechanics Course

IN our farm mechanics course this year we have tried to make it as practical and beneficial from an economic standpoint as possible. In doing this, an outline of a new enterprise, which included a list of all the different jobs, was given out a week or two previous to the taking up of the new enterprise. On this outline the boy was asked to check the jobs he wanted to do; then his father was asked to circle the jobs he wanted the boy to do; then the boy's mother was asked to cross the jobs she wanted done. When these outlines were returned, the class material was organized so that the boy could do the jobs which were most desired. This has been of particular value in that it gave the parents a knowledge of the work done in the course. It also encouraged the boy to bring materials from home to work on, and it helped in cutting down on the cost to the department for materials as well as the big benefit of decreasing the cash outlay of the farmer for his repair work.—E. D. Gregory, Sherrard.—Illinois.

"Stand By"

"EDUCATION must realize its proper place in the new scheme of things. No education can be complete without adequate training for a vocation that will equip the boy or girl or adolescent to meet the requirements of the new dispensation. Many, perhaps most, of our great army of school children will be able to follow their natural inclinations. Circumstance, environment, opportunities will play their parts in shaping their lives. But a certain group must be especially trained and guided. It is from this group who generally fall by the wayside that our behavior problems arise. It is with those that education must seriously concern itself. The scope of the school must be widened so as to teach every pupil a vocation, to train him to a specific trade or occupation commensurate with his individual and intimate abilities."—A Challenge to the School, by Lewis E. Lawes.